Understanding Servant-leadership as a philosophy and as a leadership theory does not make one a servant-leader. Greenleaf claimed that one could become a natural servant-leader from the arduous discipline of learning to listen. How does one develop a listening-first disposition? This course focuses on learning to listen and discern as a way of enhancing our capacity to make decisions.

COURSE INFORMATION
ORGL 535: Listen Discern Decide
DPLS 778: Listen Discern Decide
• 3 semester credits
• Online

CSLD
• ORGL 535/DPLS 778 is an elective course eligible for the Servant-leader Concentration

COURSE DEVELOPERS
John H. Horsman, Ph.D. & Larry Spears, Servant-leader Scholar

COURSE TEACHER
• Larry Spears, or
• Mike Carey

COURSE DESCRIPTION
In this course, students will learn more in-depth concepts of Servant-leadership by learning practices and approaches for listening and discerning as a way of enhancing decision-making capacity. The course begins with a focus on interior and exterior listening. Listening and awareness techniques are then integrated with the principles and practices of discernment. The course progresses from a focus on the individual, to group, to listening and discerning and decision making in organizations and communities.

COURSE GOALS
1. Learning and practicing listening-first to improve decision-making.
2. Learning and practicing discernment to improve decision-making.
3. Enhancing decision-making capacity using listening and discerning in group processes.
4. Learning respectful, responsible stewardship of the listening discerning decision-making processes at the organizational and macro-community level.
COURSE COMPETENCIES

As Servant-leaders in training, students will engage the readings, exercises and dialog to further develop a profoundly relational, creative, holistic and integrative disposition. Students will practice learning to listen-first seeking clarity before influence. Through readings, exercises, cases and online dialog students will demonstrate how listening influences the independence—interdependence dynamic; influences individual and collective actualization; influences a culture of belonging, commitment and accountability; and shows appreciation, builds trust and inspires confidence and dependability.

A Servant-consciousness arises from serving-first, inspired by compassion, generosity, gratitude and joy, and is inherently transforming.

<table>
<thead>
<tr>
<th>Servant-leader disposition, capacities, values and skills</th>
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<tbody>
<tr>
<td><strong>Disposition</strong></td>
</tr>
<tr>
<td>A Servant-leader models an empathetic moral capacity.</td>
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<tr>
<td>A Servant-leader promotes community.</td>
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<tr>
<td>A Servant-leader listens-first seeking clarity before influence.</td>
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<tr>
<td>A Servant-leader practices foresight.</td>
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<tr>
<td>A Servant-leader models a capacity for systems thinking.</td>
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<tr>
<td><strong>Capacities</strong></td>
</tr>
<tr>
<td><strong>Values &amp; Skills</strong></td>
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</tbody>
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COURSE MATERIALS

The following books are required: listed here in the order to be read—


Additional readings for DPLS students

• Review at least 2 recent research articles on listening, discerning and decision making: from *The International Journal of Servant-Leadership* (latest vol). Gonzaga University, or any other relevant research Journal.

The following films are required: listed here in the order to be viewed—


See Course Schedule and Course Resources for further articles, Utube, videos, etc.

**COURSE REQUIREMENTS**

The course is designed to be presented online in four modules over an eight-week period. Each two-week module will have its own set of materials (e.g., readings, teacher presentations, etc.).

**Dialog Forum Posting Requirements**

(M1, M2, M3, M4, 10 points per module = 40% of Grade)

Given that a key component of the approach to learning in this course is listening and dialogue among students, each module will be the focus of an internet-based discussion by students. Draw from the readings, presentations, exercises, and assigned viewings to make at least four postings each week (eight over the course of each two-week module):

a. One posting in the form of an annotated question (AQ) related to the Module topic (0-2 points each):

b. Two peer-response (PR) postings to other students’ questions (1 point each):

c. One additional response, or general comment, or summary statement (1 point each).

For each module in this course use *The Daily Examen* (Course Resources Module One) as a framework for stimulating (AQR & PRs) reflective questioning and responding in the Dialog Forum.
Scoring Matrices for Discussion Board postings

ORGL 535 Listen Discern Decide: Grading Rubric Dialog Forum DF M1 M2 M3 M4

**Learning Outcome**: Students will demonstrate an advanced understanding of the Servant Leadership (SL) philosophy and dispositions (servant-first; character congruence; communicator; compassionate collaborator; moral authority; foresight; systems thinking).

**Method**: Dialog Forum ORGL 535 DF: M1; M2; M3; M4

**Assessment Description**: Blackboard Forum: Integrating literature with experience and dialogue on Servant-leadership. The focus is on comprehension and conceptualization of listening, discerning and decision making in a written interactive dialogue of the what, why, how and who of Servant-leadership. Students write at least two annotated questions per module based on the assigned literature and respond to at least four other questions per module posted by other students drawing on the framework of *The Daily Examen*.

**Desired**: 8/10 * 4 Modules

**Dialogue Forum Topic: Literature & Experience Integration**

- One Annotated Question (AQ) per week = 2 points; Minimum of 2 AQs per module
  - AQ identifies the concept with reference to the literature (relevant module content); adds context with an interpretation based on personal experience; poses a dialogical question. Minimum of 2 AQs per module.
  - Novice: no AQ = 0; a question is posed with little or no context, interpretation, or literature support = 0-1.62/AQ points.
  - Competent: AQ refers to a topic, but no literature reference, or personal experience, or interpretative context, not dialogical = 1.63-1.8 points
  - Proficient: Each post refers to a concept in the literature, provides experience with interpretation, poses a dialogical question = 1.9-2 points.

- Peer Response (PR) 3 per week; Minimum of 6 per module. May include a General (G) or Summary (S) comment 1 point/post
  - PR engages AQ, draws from the literature; integrates experience and takes the dialogue further (deeper or broader). Minimum of 6 PRs per module.
  - Novice: No PR = 0; PR poses an opinion, comment, little to no context, no reference to the literature = 0-.81/PR
  - Competent: Poses a reflective comment on AQ; may or may not refer to the literature, or another post, but not dialogical = .82-.95 points
  - Proficient: PR addresses the AQ, relates it with experience and understanding, provides further interpretation and context, and supports any assertion with the literature = 9.6-1 points
  - **Proficient Bonus**: student provides an insightful learning or teaching comment = 0-1 possible points; or an informative summary of the module learning = 0-1 point possible; or the contribution takes the topic to a deeper level of understanding, or leads to deeper question = 0-1 point possible.

Module One (2 weeks): Silence

*A Framework for a Listening-first disposition (15% of grade):*

The first Module poses silence as the framework for learning to listen-first as a servant-leader. When we commit to listening first, what is the best situational condition? How do we learn to listen more holistically, to listen with and for greater clarity? What do experts advise on listening-first? This module and the entire course is an invitation for the student to practice learning to be still in silence, and to enhance our interior and exterior capacity for listening. The readings, exercises, cases and evaluation for this module are directed towards rediscovering silence as we begin an exploration for greater awareness of the individual’s listening capacity.
READ LISTEN:
- Concentration Introduction
- Course Introduction
- Module Introduction
- Announcements
- The Examen

READ:
- Hesse’s *Siddhartha*
- Davis and Spears’s *Fortuitous Encounters: Wisdom Stories for Learning and Growth*
- Greenleaf’s *On Becoming a Servant Leader* (Front matter + Part One, “The Ethic of Strength,” up to page 100)
- Sardello, R. *Silence: The mystery of wholeness.* Introduction; Prologue; Chapter 1-2.

Course Resources/Module One
- Horsman, J. H: *Listening Facts:* Course Resources M1
- Horsman, J. H. Foundations of the Philosophy of Servant-leadership: Chapter

VIEW: *Nicky’s Family* (theme fortuitous encounters)

ENGAGE: Mentor Gallery
- Servant Leadership video Based on Robert Greenleaf’s Writings, Pt. 1
- Frances Hesselbein, *The Art of Listening*
- Larry Spears, *Beyond Self Interest*
- Krishnamurti’s *The Art of Listening* (at least the first 10 minutes, this is a long video)

EXERCISES: The exercises are designed to be integrated into the Dialog Forum to stimulate awareness of one’s listening capacity and experience. The exercises are intended to stimulate reflections, practice, questions, examples, dialog and learning for each module.

Exercise A: See Course Resources Module One Exercises
Exercise B: (From p. 10 of Burley-Allen’s book)
- Discuss findings with your Dialog Forum Group Module One.

DISCUSS: Blackboard Discussion Forum prompts:
- Findings from Exercise A
- Findings from Exercise B

Siddhartha and the river
- Who is Siddhartha and how do we find him within ourselves?
- Address the metaphor of the river
- How might silence contribute to presence and availability?

Greenleaf
- What is servant-leadership?
- Why the call for servant-leaders as exemplary listeners?
- What did Greenleaf mean by a listening-first disposition?
• How can a servant-leader be caring, listen receptively, and survive?
Nicky’s Family
• Identify the fortuitous encounters?
• How did the fortuitous encounters effect the lives of those involved?
Mentor Gallery and other readings
• How does commentary form the Mentor Gallery and other readings relate to a listening first disposition?

M1: WRITE PRODUCE

Masters ORGL 535
Write 5-7 content pages double space. All papers are to be presented in professional APA format, and include at least three course material references.

Doctoral DPLS 778
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write 8-12 content pages, double spaced. All papers are to be presented in professional APA format, and include at least five course material references.

M1 Assignment
Developing a listening-first disposition: Write on the theme, “my fortuitous encounter in listening (or being listened to).” Provide an introduction to the experience and some brief background; describe the experience. Why do you consider this a fortuitous listening encounter; how did it change a course of events? Assess the qualities of this listening experience and provide supportive examples of the types of listening experienced. If you were going to do this again with someone else what might you do, how might you prepare, to enhance the listening experience (i.e. apply more effective, empathetic, generative listening strategy)? Reflect on how a listening-first disposition might inform the decision making process. Evaluation is based on comprehension and persuasiveness, on clarity, and on reflective insight.

ORGL 535 M1 Listen Discern Decide: Grading Rubric
Learning Outcome: Students will demonstrate an advanced awareness, understanding, and practice of Listening-first as a framework of a Servant-leader disposition.

Method: Write ORGL 535 M1

Assessment Method Description: Write on the theme: My fortuitous encounter in listening (or being listened to). Provide an introduction to the experience and some brief background; describe the experience. Why do you consider this a fortuitous listening encounter? Assess the qualities of this listening experience and provide supportive examples of the types of listening experienced. If you were going to do this again with someone else what might you do, how might you prepare, to enhance the listening experience (i.e. apply more effective, empathetic, generative listening strategy)? Reflect on how a listening-first disposition might inform the decision making process. Evaluation is based on comprehension and persuasiveness, on clarity, and on reflective insight. Desired: 12/15
Point Distribution (Total: 15 points)

1. **Timely** (students forfeit ½ grade for late papers: i.e. A to an A-)

2. **Length** (1/15 points)
   a. Novice: 3-5 content pages = 0-0.90 points
   b. Competent: 8 plus content pages = 0.91-0.95 points
   c. Proficient: Required 5-7 content pages = 0.96-1 points

3. **Grammar and writing etc.:** (1/15 points)
   a. Novice: 5+ major & minor errors = 0-0.90 points
   b. Competent: 4+ minor errors = 0.91-0.95 points
   c. Proficient: 0-3 minor errors = 0.96-1 points

4. **APA Citations & References** (1/15 points)
   a. Novice: 5+ major & minor omissions or errors = 0-0.90 points
   b. Competent: 4+ minor omissions or errors = 0.91-0.95 points
   c. Proficient: 0-3 minor errors = 0.96-1 points

5. **Introduction** (2/15 points)
   a. Introduction and general overview = 1 point
      i. None, incomplete, approximate, changed = 0-0.90 points
      ii. Overview and purpose addressed but incomplete/some change = 0.91-0.95 points.
      iii. Introduction focused, purpose accurate, and succinct = 0.96-1 points
   b. Purpose Statement = 0.5 points
      i. None, incomplete, approximate, changed = 0-0.45 points
      ii. Overview and purpose addressed but incomplete/some change = 0.451-0.475 points
      iii. Introduction focused, purpose accurate, and succinct = 0.476-0.5 points
   c. Why was the encounter considered fortuitous .5 points
      i. Not stated/implied = 0-0.45 points
      ii. Loosely stated, or changed somewhat from assignment = 0.451-0.475 points
      iii. Comprehensive = 0.476-0.5 points

6. **Define and Conceptualize types of listening involved** = 4/15 points
   a. Novice: One listening type identified, but not clearly defined and cited: Not stated, implied, not sufficient = 0-3.6 points
   b. Competent: A partial conceptualization of more than one type of listening; in own words or used a definition, but not comprehensive = 3.7-3.8 points
   c. Proficient: Clear articulated comprehensive- definitions in own words and/or with accurately derived from the literature = 3.85-4 points

7. **Application and examples:** **Findings** 5/15 points
   a. Novice: Some reference to examples, applications; some partially related to or supported with the literature. Or good findings but not supported or related to the literature = 0-4.5 points
   b. Competent: Adequate examples and applications (2-3), partially related and supported with the literature = 4.55-4.75 points
   c. Proficient: taking the examples and applications to learning points (3-4), some significant, accurately related to and supported with the literature = 4.76-5 points.

8. **Conclusion:** 1/15 points
a. Novice: No summary, summarized findings, no interpretation, or evaluation of the exercise = 0-.8 points.
b. Competent: Summarize findings with some interpretation and/or evaluation of exercise; no learning take away points = .85-.95 points
c. Proficient: Summarize findings, with clear interpretations and an evaluation of the exercise, with take away learning points for the future. = .96-1

Module Two (2 weeks): Deepening the Silence

The discipline of learning to listen and discern (15% of grade)

The struggle to find and maintain silence is synonymous with the struggle to maintain an attentive listening and discerning disposition. Module Two is focused on enhancing awarenesses and skills through using listening techniques, methods, and models. Discernment is introduced as a complimentary aspect of the listening and decision making framework. The readings, exercises, cases and evaluation are focused on enhancing the individual’s interior and exterior listening and discerning capacity.

LISTEN READ:
- Module Introduction
- Announcements

READ:
- Frick’s Greenleaf and Servant-Leader Listening
- Burley-Allen’s Listening: The Forgotten Skill—A Self-Teaching Guide (Chapters 3-4, up through page 105)

Course Resources/Module Two
- Horsman, J. H. Foundation of the Philosophy of Servant-leadership; Chapter Six.

VIEW: Lincoln (Spielberg)

ENGAGE: Mentor Gallery
- Tom Peters, LEADERSHIP: Servant Leadership
- Raymond Reyes, Greenleaf
- Robert Greenleaf, Robert Greenleaf Calls for a Theology of Institutions

EXERCISES: The exercises are designed to generate awareness of our listening capacity and experience, and are offered to stimulate learning, practice, questions, examples, reflections and dialogue in the Discussion Forum for each module.

Exercise A: Listening to Silence: Ten minutes of daily silence for eight weeks: Journaling on silence experience 2-5 minutes daily. (If confused, see the M1 Preamble for this exercise)
Exercise B: Complete Exercise 2.5 on pages 42-43 of Burley-Allen’s book.

Exercise C: Getting started in Ignatian Discernment: Steps 1 & 2

DISCUSS: Blackboard Discussion Forum prompts:
Discuss Exercise A: Listening to Silence
Discuss Exercise B: What did you learn about listening from this exercise?
Discuss Exercise C: Getting Started in Ignatian Discernment: Steps 1 & 2
Do I seek first to understand by being silent and allowing others to speak?
Am I prepared to ask good questions and wait in silence for a response?
In what ways did Lincoln demonstrate his own powers of deep listening and discernment?
Provide examples where Lincoln demonstrated his capacity for listening?
Are there similarities to Lincoln’s discerning and what Krishnamurti and/or other authors wrote about?

M2: WRITE PRODUCE
Masters ORGL 535
Write 5-7 content pages double spaced paper. All papers are to be presented in professional APA format, and include at least three course material references.

Doctoral DPLS 778
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write a Servant Leader Assessment 8-12 page double spaced paper. All papers are to be presented in professional APA format, and include at least five course material references.

M2 Assignment
Assess a film character on the theme of developing capacity for the group process of interior and exterior listening. Relate your understanding of how Lincoln used listening in his discernment and decision making process to end slavery by applying listening-first criteria. Provide examples from the film four types of listening; use supportive evidence to evaluate how well the chosen type/method fits this case situation. How did listening, affect Lincoln individually, the political parties, and the whole society. Relate what you learned about the listening process from this exercise and from this module. In your conclusion/summary refer to the Servant-leader Dispositions Capacities and Skills form (Listening-first and related values and skills) and relate what you learned about Servant-leadership from completing this module that might be beneficial to you in your future (2-3 statements). Evaluation is based on a demonstration of the comprehension of the listening, on clarity, and on persuasive presentation.

ORGL 535 M2 Listen Discern Decide Grading Rubric
Learning Outcome: Demonstrate an advanced understanding of the Servant-leader as communicator disposition listening-first as an attitudinal disposition of a Servant-leader (servant-first; character congruence; communicator; compassionate collaborator; moral authority; foresight; systems thinking).

Assessment Description: Assess a film character on the theme of developing capacity for the group process of listening and decision-making. Relate your understanding of how X uses listening in the decision making process by applying listening-first criteria. Provide examples from the film three types of listening; use supportive evidence to evaluate how well the chosen
type/method fits this case situation. How did listening, affect X individually, the political parties, and the whole society. Relate what you learned about the listening process from this exercise and from this module. In your conclusion/summary refer to the Servant-leader Dispositions Capacities and Skills form (Listening-first and related values and skills) and relate what you learned about Servant-leadership from completing this module that might be beneficial to you in your future (2-3 statements). Evaluation is based on a demonstration of the comprehension of the listening, on clarity, and on persuasive presentation.

**Desired: 12/15**

**Point Distribution (Total: 15 points)**

1. **Timely** (students forfeit ½ grade for late papers: i.e. A to an A-)
2. **Length (1/15 points)**
   a. Novice: 3-5 content pages = 0-0.90 points
   b. Competent: 8 plus content pages = 0.91-0.95 points
   c. Proficient: Required 5-7 content pages = 0.96-1 points
3. **Grammar and writing etc.: (1/15 points)**
   a. Novice: 5+ major & minor errors = 0-0.90 points
   b. Competent: 4+ minor errors = 0.91-0.95 points
   c. Proficient: 0-3 minor errors = 0.96-1 points
4. **APA Citations & References (1/15 points)**
   a. Novice: 5+ major & minor omissions or errors = 0-0.90 points
   b. Competent: 4+ minor omissions or errors = 0.91-0.95 points
   c. Proficient: 0-3 minor errors = 0.96-1 points
5. **Introduction (1/15 points)**
   a. Introduction and general overview = .5 point
      i. Novice: None, incomplete, approximate, changed = 0-0.45 points
      ii. Competent: Overview and purpose addressed but incomplete/some change = 0.451-0.475 points
      iii. Proficient: Introduction focused, purpose accurate, and succinct = 0.476-0.5 points
   b. Purpose Statement = 0.5 points
      i. Novice: None, incomplete, approximate, changed = 0-0.45 points
      ii. Competent: Overview and purpose addressed but incomplete/some change = 0.451-0.475 points
      iii. Proficient: Introduction focused, purpose accurate, and succinct = 0.476-0.5 points
6. **Describe the criteria to be applied = 3/15 points**
   a. Novice: Aspects or criteria of the model not defined or described, or not accurately described = 0-2.70 points
   b. Competent: Criteria described, but too brief or too much information relative to the purpose of the paper. Or some minor misinterpretation of aspects of the model = 2.71-2.85 points
   c. Proficient: Accurate definitions, summary and conceptualization/interpretation, quotes, paraphrases of the model = 2.86-3 points
7. Procedure & Findings; applying aspects of the criteria to case character incidence = 7/15 points
   a. Novice: Identified character incidents, but incomplete or inaccurate applications of the model to the character incidents, not well justified with examples or literature = 0-6.3 points
   b. Competent: Identified incidents, generally met application and justification expectations. Sufficient use of the model application to the character incidents, but the applications of criteria has gaps, or is inconsistent, or not consistently justified, or not clearly supported, or examples didn’t seem appropriate, or the literature was used loosely = 6.4-6.6 points
   c. Proficient: Identified at least four character incidents that are accurately applied to an aspect of the model; apply the model criteria to the incident, justified with appropriate example or other persuasive evidence drawing on the case and the literature = 6.7-7 points.

8. Conclusion = 1/15 points
   a. Novice: No conclusion/summary, or a partial summary with no interpretation or evaluation = 0-0.90 points
   b. Competent: Summarized, evaluation but no interpretation; or interpretation but no evaluation = 0.91-0.95 points
   c. Proficient: Summarize the findings, interpret and evaluate the exercise = 0.96-1 points.

Module Three (2 weeks): Expanding the Silence
Respectful receptive listening and discerning (15% of grade)
In Module Three, the complexity increases as our framework for listening and discerning expands to include groups and organizations. The test of servant-leadership is whether those served become healthier, wiser, freer, more autonomous, more likely themselves to become servants; and, what is the effect on the least privileged in society—will they benefit, or at least not be further deprived. Integrating the views of others with our own listening discerning process can be most challenging; however, the collective forum is where listening and discerning clarity for decision-making is most needed and valued. Students will practice applying a discernment methodology for individual and group applications. The readings, exercises, cases and evaluation are focused on group discernment and the importance of the individual’s role in the group process.

LISTEN READ:
- Module Introduction
- Announcements

READ:
- Burley-Allen’s *Listening: The Forgotten Skill—A Self-Teaching Guide* (Chapters 5-7)
- Sparough’s *What’s your decision? How to make choices with confidence and clarity. “Friends Practice of Group Spiritual Discernment,”* by Lee Junker:
- Ignatian Discernment with groups
- Sardello, R. *Silence: The mystery of wholeness*: Chapter 6 & 7
Course Resources/Module Three

- Baurain B. *Listening & Generative Silence*
- Sardello *The Virtue of Discernment*
- *Spiritual Discernment in the Western Traditions*


ENGAGE: Mentor Gallery

- Peter Senge, Part 1: Peter Senge on contemplation and organizational well-being
- Parker Palmer, Clearness Committee 1
- Stan Deetz, Reflect on the words of Greenleaf
- Fr. McDermott, Saint Ignatius’s Spiritual Exercises (Pt 1, 2, 3, 4, 5)

EXERCISES: The exercises are designed to generate awareness of our listening capacity and experience, and are offered to stimulate learning, practice, questions, examples, reflections and dialogue in the Discussion Forum for each module.

Exercise A: Listening to Silence: Ten minutes of daily silence for eight weeks: Journaling on silence experience 2-5 minutes daily

Exercise B: This session is designed to help you gain more experience with empathetic listening. First Review *Listening Empathy Exercise* (Course Resources/Module Three). During this module, whether at work or at home, be alert to an opportunity to practice empathetic listening as described in the exercise. When the opportunity arises, and it will, listen empathetically (15-30 minutes) and then report to your discussion group the results. Report your findings to your group on the Dialog Forum.

- Provide a brief background of the person and situation, no names…
- What did you become aware of?
- What did the other person experience in your estimation?
- What did you learn about empathetic listening?

DISCUSS: Blackboard Discussion Forum prompts:

- Discuss Exercise A: Listening to Silence
- Discuss Exercise B: Listening Empathy Exercise
- What is my understanding and experience of discernment?
- How does servant-leadership inform the process of discernment?
- How might we bring silence to our listening, such that receptive generative listening and dialogue become somewhat deeper expression of our listening?
- What does it mean to be a seeker and a servant?
- Discuss the film, who were the servant-leaders, was there discernment between good choices? What happens when fear and self-will influence decision making?
- What strategies can be used for developing a listening-first disposition?

**M3: WRITE PRODUCE**

Masters ORGL 535

Write 5-7 content pages double spaced paper. All papers are to be presented in professional APA format, and include at least three course material references.
Doctoral DPLS 778
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write a Servant Leader Assessment 8-12 page double spaced paper. All papers are to be presented in professional APA format, and include at least five course material references.

M3 Assignment
Developing a listening-first discerning disposition for decision-making. Apply the steps and procedures outlined in Mode 2, or Mode 3 (pp. 159-161) of Sparough, J. M. (2010) What’s Your Decision? How to make choices with confidence and clarity: An Ignation approach to decision making. Identify a decision you (your group) either had to make, or are in the process of making; it can be a personal or organizational decision (if it is an organizational decision approach the process as preparation for your personal contribution to the decision process). Identify and provide a brief description of the Mode you have chosen. Document the process according to each step of the Mode 2 or Mode 3 outline. Note the internal and external listening movements and offer insights into how you addressed each step and came to a (consolation or desolation) decision. Identify and provide an example of a 1) cognitive, 2) emotional and 3) moral/ethical consideration during the discernment process. Reflect on how listening influences the discernment process. Explain with examples how listening and discerning influence the context for making decisions. Explain with examples how listening and discerning might enhance an individual’s, and the groups, capacity for making decisions. Evaluation is based on the rigor of applying the method to experience, on persuasiveness, clarity, and listening-first and integrating discernment criteria.

ORGL 535 M3 Listen Discern Decide: Grading Rubric
Learning Outcomes: Students will demonstrate an advanced understanding of the Servant Leadership (SL) philosophy and dispositions (servant-first; character congruence; communicator; compassionate collaborator; moral authority; foresight; systems thinking). Developing a listening-first discerning disposition for decision-making.

Method: Application ORGL 535 M3

Assessment Method Description: Applying the steps and procedures outlined in Mode 2, or Mode 3 (pp. 159-161) of Sparough, J. M. (2010) What’s Your Decision? How to make choices with confidence and clarity: An Ignation approach to decision making. Identify a decision you (your group) either had to make, or are in the process of making; it can be a personal or organizational decision (if it is an organizational decision approach the process as preparation for your personal contribution to the decision process). Identify and provide a brief description of the Mode you have chosen. Document the process according to each step of the Mode 2 or Mode 3 outline.

Desired: 80/100

Point Distribution (Total: 15 points)
1. Timely (students forfeit ½ grade for late papers: i.e. A to an A-)
2. **Length (1/15 points)**
   a. Novice: 3-5 content pages = 0-0.90 points
   b. Competent: 8 plus content pages = 0.91-0.95 points
   c. Proficient: Required 5-7 content pages = 0.96-1 points

3. **Grammar and writing etc.: (1/15 points)**
   a. Novice: 5+ major & minor errors = 0-0.90 points
   b. Competent: 4+ minor errors = 0.91-0.95 points
   c. Proficient: 0-3 minor errors = 0.96-1 points

4. **APA Citations & References (1/15 points)**
   a. Novice: 5+ major & minor omissions or errors = 0-0.90 points
   b. Competent: 4+ minor omissions or errors = 0.91-0.95 points
   c. Proficient: 0-3 minor errors = 0.96-1 points

5. **Introduction (2/15 points)**
   a. Introduction and general overview = 1/15 point
      i. None, incomplete, approximate, changed = 0-0.90 points
      ii. Overview and purpose addressed but incomplete/some change = 0.91-0.95 points
      iii. Introduction focused, purpose accurate, and succinct = 0.96-1 points
   b. Purpose Statement = 0.5/15 points
      i. None, incomplete, approximate, changed = 0-0.45 points
      ii. Overview and purpose addressed but incomplete/some change = 0.451-0.475 points
      iii. Introduction focused, purpose accurate, and succinct = 0.476-0.5 points

6. **Describe/summarize the Mode of Discerning**, why was this particular mode chosen to be applied to the case decision = .5/15 points
   a. Novice: None, incomplete, approximate, changed = 0-0.45 points
   b. Competent: Overview addressed but incomplete/some change = 0.451-0.475 points
   c. Proficient: accurate, clear, and succinct = 0.476-0.5 points.

7. **Apply criteria and respond to assignment questions: self-assessment (9/15 points)**
   a. Novice: Criteria identified but not adequately and consistently defined, explained, or persuasively and objectively applied = 0-7.2 points.
   b. Competent: Lacks some objectivity and persuasiveness applying criteria. Some definitions, explanations or or examples missing = 7.3-8.55 points
   c. Proficient: Objectively and persuasively integrated with the literature/criteria using appropriate definitions, explanations, applications and examples = 8.56-9 points.

8. **Conclusion 1/15 points**
   a. Novice: No summary, summarized findings, no interpretation, or evaluation of the exercise = 0-0.8 points.
   b. Competent: Summarize findings with some interpretation and/or evaluation of exercise; no learning take away points = .85-.95 points
   c. Proficient: Summarize findings, with clear interpretations and an evaluation of the exercise, with take away learning points for the future. = .96-1
Module Four (2 weeks): Collecting the Silence

Listening Discerning & Decision Making (15% of grade)

All that has been learned in the course has been preparation for developing a listening discerning philosophy to enhance one’s capacity for making decisions. Module Four is about taking the next step; gathering what we have heard in our listening and discerning and integrating that with what we have collectively come to know, to make decisions as effective servant-leaders. The module focuses on how listening and discerning may influence our input into decision processes and provides opportunities to practices applying a collective decision model. The readings, exercises, cases and evaluation are focused on making decisions at the individual, the organization and the whole system (community) level.

LISTEN READ:
- Module Introduction
- Announcements

READ:

Course Resources/Module Four
- *Steiger M. From Me to We: Practical Guidelines*
- *A review of decision making methods*
- *Vroom Decision Making Model*

ENGAGE: Mentor Gallery
- Parker Palmer, *Spiritual Journey*
- Tom Peters, *Leadership: Listening and four words*
- Chris Lowney, *LowneyGU5, Decision Making and Life Paths*

EXERCISES: The exercises are designed to generate awareness of our listening capacity and experience, and are offered to stimulate learning, practice, questions, examples, reflections and dialogue in the Discussion Forum for each module.

Exercise A: Listening to Silence: Ten minutes of daily silence for eight weeks: Journaling on silence experience 2-5 minutes daily

DISCUSS
- Discuss Exercise A: Listening to Silence
- Discuss Exercise B: How does Vroom’s process add to or take away from the listening discerning and decision making process?
- What does it mean to be a servant-leader?
- How do I model servant-leadership as an effective listener?
- How has my understanding of listening, discernment, and decision-making changed?

M4: WRITE PRODUCE

Masters ORGL 535

Write 5-7 content pages double spaced paper; or produce a 10-12 slide presentation, or 8-10 minute video or equivalent. All productions are to be presented in professional format, and include at least three references.
Doctoral DPLS 778
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. All papers are to be presented in professional format, and include at least five references.

M4 Assignment
Understanding, explaining, and practicing listening and discerning to facilitate servant-leading and decision making. Produce a short (5 page) paper that evaluates what you have learned in this course on listening, discerning, and decision making. Use the six steps of the Examen as a framework for the reflection. For the 6th step refer to the Servant-leader Dispositions Capacities and Skills (listening-first and related values and skills) form and relate what you learned about Servant-leadership from completing this course that might be beneficial to you in your future (3-5 statements). Evaluation is based on clarity, persuasiveness, and on an integrated understanding of the course materials and processes.

ORGL 535 M4 Listen Discern Decide: Grading Rubric
Learning Outcomes: Students will demonstrate an advanced understanding of the Servant Leadership (SL) philosophy and dispositions (servant-first; character congruence; communicator; compassionate collaborator; moral authority; foresight; systems thinking).

Method: Paper ORGL 535 M4

Assessment Description:
The Daily Examen is a Jesuit model for daily reflection to promote mindfulness that can be used as a structure for guiding students in reflective activities in an online course as well. While the original intent is for reflection through prayer, this process has been adapted to appeal to all participants in an online environment. Reflection is one of the guiding principles of an Ignatian-based, Jesuit education and this process provides a structure to guide faculty and students in focusing that process to maximize the usefulness of reflection in the learning process.

Step 1:
Ignatian Examen: Become aware of God’s presence. Look back on the events of the day in the company of the Holy Spirit. The day may seem confusing to you—a blur, a jumble, a muddle. Ask God to bring clarity and understanding.

e-Learner Examen: Become aware of the Big Picture: Consider the most recent set of experiences you have had in this course in light of your own lived experiences and the critical awareness you have of the issues surrounding these experiences or the ways in which they interact with other systems. Indicate the areas that have caused you confusion, raised critical issues, or added clarity to some other piece of information either in your personal experience or the course.

Step 2:
Ignatian Examen: Review the day with gratitude. Gratitude is the foundation of our relationship with God. Walk through your day in the presence of God and note its joys and delights. Focus on the day’s gifts. Look at the work you did, the people you interacted with. What did you receive
from these people? What did you give them? Pay attention to small things—the food you ate, the sights you saw, and other seemingly small pleasures. God is in the details.

**e-Learner Examen: Review Daily Takeaways:** What have you learned from these experiences? What are the positive takeaways from the process? By interacting with people or course experiences how have you gained new insights into your own thinking and the issues being discussed in your class?

**Step 3:**
*Ignatian Examen: Pay attention to your emotions.* One of St. Ignatius’s great insights was that we detect the presence of the Spirit of God in the movements of our emotions. Reflect on the feelings you experienced during the day. Boredom? Elation? Resentment? Compassion? Anger? Confidence? What is God saying through these feelings?

**e-Learner Examen: Identify Underlying Emotion or Bias:** How have the experiences you have had in this class made you feel? Critically examine the emotions that you have experienced and attempt to critically reflect on the underlying causes of these. In this way you may begin to exposes inherent biases that you have in order to move beyond them towards a broader world view.

**Step 4:**
*Ignatian Examen: Choose one feature of the day and pray from it.* Ask the Holy Spirit to direct you to something during the day that God thinks is particularly important. It may involve a feeling—positive or negative. It may be a significant encounter with another person or a vivid moment of pleasure or peace. Or it may be something that seems rather insignificant. Look at it. Pray about it. Allow the prayer to arise spontaneously from your heart—whether intercession, praise, repentance, or gratitude.

**e-Learner Examen: Choose Your Focus:** Focus in on one aspect of your experiences or your reflection on those experiences that you think is important either for your learning or personal growth. Take a deeper look at that event, thought, action, or emotion and begin to research additional information either online or through discussions that provide you with greater insight into some aspect of it. Write about that insight.

**Step 5:**

**e-Learner Examen: Imagine Next Steps:** Describe the next steps that you will need to take to reach a greater understanding of the experience, learning it prompted, or emotion it caused. How will you use this to spark further learning and growth?

**Step 6:**
*Ignatian Examen: Conversation with Jesus:* St. Ignatius encouraged people to talk to Jesus like a friend. End the Daily Examen with a conversation with Jesus. Ask forgiveness for your sins. Ask for his protection and help. Ask for his wisdom about the questions you have and the problems you face. Do all this in the spirit of gratitude. Your life is a gift, and it is adorned with gifts from God. End the Daily Examen with the Our Father.
e-Learner Examen: Seek Guidance and Connections: Summations statements: Refer to the Servant-leader Dispositions Capacities & Skills (in the Syllabus & Course Resources): What dispositions, capacities and skills stands out for you (after taking this course) that might positively influence others on this topic, why are they important? Write 3-5 statements.

Point Distribution (Total: 15 points)

1. Timely (students forfeit ½ grade for late papers: i.e. A to an A-)
2. Length (1/15 points)
   a. Novice: less than minimum pages/slides etc. = 0-0.90 points
   b. Competent: exceeds maximum time, pages, slides etc. = 0.91-0.95 points
   c. Proficient: recommended pages, slides etc., = 0.96-1 points

3. Grammar and writing etc.: (1/15 points)
   a. Novice: 5+ major & minor errors = 0-0.90 points
   b. Competent: 4+ minor errors = 0.91-0.95 points
   c. Proficient: 0-3 minor errors = 0.96-1 points

4. APA Citations & References (.5/15 points)
   a. Novice: 5+ major & minor omissions or errors = 0-0.90 points
   b. Competent: 4+ minor omissions or errors = 0.91-0.95 points
   c. Proficient: 0-3 minor errors = 0.96-1 points

5. Introduction & purpose statement (.5/15 points)
   a. Introduction and general overview = .5/15 points
      i. None, incomplete, approximate, changed = 0-0.45 points
      ii. Overview and purpose addressed but incomplete/some change = 0.451-0.475 points
      iii. Introduction focused, purpose accurate, and succinct = 0.476-0.5 points

6. Address Examen framework steps 1-5 = 0-2 points/step 10/15 points
   a. Novice: partial address of a step but not all adequately and/or misses the focus or integration = 0-1.8 points
   b. Competent: Addresses the step, misses some depth, lacks clarity, reflection or outcome = 1.81-1.89 points
   c. Proficient: clear, succinct, insightful and comprehensive = 1.9-2 points

Score for Step 1 ___ Step 2 ___ Step 3 ___ Step 4 ___ Step 5 ___

7. Step 6 & Conclusion = 2/15
   a. Novice: No or little reference to Servant-leader Dispositions, summarized findings, no interpretation, or evaluation of the course = 0-.8 points
   b. Competent: Summarize findings with some interpretation and/or evaluation of course; no/little learning take away points or recommendations = .85-1.9 points
   c. Proficient: Summarize findings, with clear interpretations and an evaluation of the course, with take away learning points for the future = 1.91-2

<table>
<thead>
<tr>
<th>ORGL Listen Discern Decide Grading Matrix</th>
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<tbody>
<tr>
<td>Module</td>
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<tr>
<td>Dialog Forum</td>
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<tr>
<td>Assignments</td>
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<tr>
<td>TOTAL</td>
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A= 96-100
A- = 91-95
B+= 85-90
B = 78-84
B- = 70-77